Instructor: Jiunn-Jye (JJ) Sheu  MSPH, PhD, CHES  
Office: HH Room 1003D  Phone: 419-5304577  
E-mail: Use Blackboard e-mail  Fax: 419-5304759  

Class Mode: Distance Learning  

Prerequisite: RESM 5110. Prerequisites exist for a reason. In this class, we read numerous professional, peer referred journal articles from the health literature. You cannot fully appreciate nor understand the results of a published research study unless you have a basic knowledge of statistics and research methods. If you are taking this class without having had RESM 5110, you may be at a disadvantage.  

Office hours: Tue. and Thu. 8:00 ~ 9:30 AM and 1:30 ~ 2:30 PM or by appointment  


I will maintain a variety of resource books. In addition, the UT libraries have a good collection of resource books and professional publications available to students (some may require inter-library loan).  

Reference Books  

I. Course Description:
Examines the role of behaviors on health status and how to influence and understand behavior through use of cognitive models and change theory. Applications through projects are emphasized.

The emphasis of this course is learning through involvement and practice, NOT competition. For this reason, students' participation in a variety of activities will allow them to accumulate credits. Students will NOT compete with their fellow students for a grade.

II. Rational:
There are many different reasons why health problems exist including genetics, poverty, socioeconomic status, the physical environment, lack of access to health care, failure to take responsibility for one’s actions, and risky health-related behaviors to name a few. This class will focus primarily on health behavior. The course is meant to provide students with a broad base for understanding the role of models and theories in the fields of health behavior and public health. This student-directed course will provide students with the opportunity to learn by doing and to learn from one another.

III. Course Goals and Objectives:
The ultimate goal of this course involves obtaining an appreciation of theory and utilizing it when implementing interventions and when conducting research. By the end of this course, the student should be able to:

1. Use the major electronic indices to find relevant journal articles in the professional literature.
2. Explain how healthy/unhealthy behaviors impact health status.
3. Describe how theories/models have been used in the literature to address health behavior problems.
4. Describe the constructs of the health behavior theories/models and explain how they can be used to design a health education/promotion intervention.

IV. Course Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>120 pts</td>
</tr>
<tr>
<td>Bulletin Board Postings</td>
<td>240 pts</td>
</tr>
<tr>
<td>Final Report</td>
<td>40 pts</td>
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</tbody>
</table>
1. Quizzes:
You will take open-book/open-note quizzes in each of the designated weeks to answer true/false and/or multiple-choice questions on the Blackboard System. You shall study the assigned chapters before taking each quiz. Each quiz has 10 questions, only one attempt, and limited to 20 minutes. You must complete the quizzes independently without communication with other people. All online quizzes are due by Sunday 11:59 PM of the selected weeks. The Quiz #1 covers the syllabus and the functions available on the Blackboard System. One of the purposes of the Quiz #1 is to ensure your computer can technically handle the instructional materials and the quizzes properly. All technical problems will be your responsibility after the Quiz #1.

Students who are absent on test days without advance, person-to-person communication with me shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz.)

2. Selection of the Health Promoting Behavior:
You will select a health promoting behavior and a population of interest with one set of specific demographic characteristics. The demographic characteristics can be a combination of two or more variables as following: age range, gender, ethnicity, occupation, income, social economic status, urbanization of residency, marital status, literacy level (or year of education), and/or other significant contributing factors to the selected behavior. You are expected to search literature database(s) and find an article for each theory/model from peer-reviewed professional journals. After obtaining the article, you are expected to read the article and post your answers on the bulletin board. The Mulford Health Science Library offers the training workshops for PubMed and EndNote. The schedule and registration requirements can be found from [http://www.utoledo.edu/library/mulford/education/schedule.html](http://www.utoledo.edu/library/mulford/education/schedule.html).

You will be randomly assigned a critique partner. Each member of the pair critically analyzes their partner’s postings from the Week #2.

3. Bulletin Board Postings:
You are expected to post messages on the bulletin board by the week as instructed on the Blackboard System. The writings should be composed in the message body to allow easy access.

During the first week, you will post the following two messages during the first week. Each of them is worth up to 10 points. No critique is allowed.

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<tr>
<th>%</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>≤59</td>
<td>F</td>
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</tbody>
</table>

Note: No round-up will be provided.
1. Brief bio-sketch with education, health-related work experience, professional interests, career goal, and/or professional development experience, presentation, or publication. The bio-sketch should not contain any private information such as birth date, social security number, UT ID number, and/or any personal financial information. The brief bio-sketch should be no more than a page.

2. Philosophy of health: A brief statement of no more than 250 words to state your philosophy of health.

Except the first week’s postings, the messages posted during the selected weeks consist of the following two components:

1. Direct posting: You will search literature database(s), such as PubMed (Medline), ERIC, PsychInfo, and/or CINAHL, and selects a data-based article from a peer referred journal with the selected theory/model utilized in the study. The qualified articles are frequently published on the following journals. However, this list is not inclusive.
   1) American Journal of Health Behavior
   2) American Journal of Health Education
   3) American Journal of Health Promotion
   4) American Journal of Health Studies
   5) American Journal of Public Health
   6) Annals of Behavioral Medicine
   7) Communication Monographs
   8) Health Communication
   9) Health Education and Behavior
  10) Health Education Monographs
  11) Health Education Quarterly
  12) Health Education Research
  13) Health Psychology
  14) International Electronic Journal of Health Education
  15) International Journal of Behavioral Medicine
  16) Journal of Behavioral Medicine
  17) Journal of Community Health
  18) Journal of Consulting and Clinical Psychology
  19) Journal of Epidemiology and Community Health
  20) Journal of Health and Social Behavior
  21) Journal of Health Communication
  22) Journal of Health Education
  23) Journal of Medical Education
  24) Journal of Medicine and Philosophy
  25) Journal of Primary Prevention
  26) Journal of Psychosocial Oncology
  27) Journal of School Health
  28) Patient Education and Counseling
  29) Preventive Medicine
  30) Public Health Reports
  31) Psychosomatic Medicine
  32) Research in Nursing and Health
  33) Social Psychology and Behavioral Medicine
  34) Social Science and Medicine

Using the article, you answer the guiding questions (on each week’s bulletin board) in relate to how the theory/model and their constructs were used to associate with the selected health promoting behavior. The selected article should be included as an attachment of the message to allow other peer students to review. The direct posting
shall be done by Thursday noon of the selected weeks. Each week’s direct posting is worth of up to 15 points.

2. Critique: You will review the article from your critique partner and critically analyze all her/his responses to the guiding questions. You are responsible to respond to the postings by a thoughtful, formal, academic style response prior the due time. When in agreement, you may simply state “I agree” or similar. When there is a difference in opinion, please state the reason(s) in full. In such case, citations with reliable reference are required. The critiques should be done by Sunday 11:59 PM of the selected weeks. Each week’s critique is worth of up to 5 points.

By completing direct postings and critiques, you not only learn the cross section of health behavior theory/model on one specific health behavior of a population, but also learn from your partner’s. You and your partner can learns from and share with each other.

4. Final Report

The Final Report will be the structural summary of the corrected direct postings (based on the partner’s critiques and the instructor’s comments over the semester) to answer the question “How have the major health behavior theories/models been utilized in the investigation of the selected health promoting behavior?” with branch questions. A sample Final Report along with the grading rubric will be available on the Blackboard System.

5. Extra Points

You may study the following chapter(s) and complete quiz(zes) in person to earn extra points: Chapters 10, 11, 15, 16, 20, and/or 21. The extra point quizzes will take place on May 6th (location TBD) and NO reference is allowed. Each chapter’s quiz has 10 true/false or multiple choice questions. The extra point is calculated based on +1 for one correct answer, -1 for one incorrect answer, 0 for no answer. For example, a student tries 9 questions in an extra point quiz and ends up 6 correct answers, 3 incorrect answers, and 1 unanswered. The student gets 6*(+1)+3*(-1)+1*(0)=3 extra points. The maximum extra point of all possible chapters is 60 and the minimum is 0. Students shall NOT guess the answers if they are not sure about them. Students are encouraged to study the book(s) early if they intend to obtain the extra point(s). NO other extra point opportunity will be granted.

V. Course Schedule and Policies

1. Computer Hardware Requirements:

   This is a distance learning class. Most of your time spent “in class” will be spent at your computer. You will achieve the best results in this class by having a newer computer with a lot of random access memory (RAM) and a fast connection to the Internet (e.g. cable modem or DSL.) You may take DL classes with a phone modem, but the wait time for downloads will be painful and the connection during online quizzes, postings, or submission may be lost if disconnected. You are responsible for purchasing, installing and maintaining all computer hardware and software required for your participation in online or web-enhanced courses.

2. Required Software Applications for Your Computer

   (1) Adobe Acrobat Reader software program: http://get.adobe.com/reader/
   (2) Other Downloads: Go to http://www.utoledo.edu/dl/main/downloads.html to see list of required and optional downloads for your computer.
(3) Microsoft Word 2003 or newer: The Final Report must be typed in Microsoft Word. This ensures compatibility with me. As a student, you can purchase the Microsoft Office software from U.T. at a discounted price. To access all features of the course, you must configure your Internet browser so that JavaScript and cookies are enabled. The setup procedure varies slightly between Microsoft Internet Explorer and other browsers. See the distance learning website for a table that shows a step-by-step process to enable these components to your browser. ([http://www.utoledo.edu/dl/helpdesk/index.html](http://www.utoledo.edu/dl/helpdesk/index.html))

3. **Computer Skill Requirements:**
   To achieve success in the class, you will need to be competent in the following skills:
   1. Average to excellent typing skills
   2. Using the Internet
   3. Sending & receiving email messages.
   4. Attaching files to email messages.
   5. Opening files attached to email messages.
   6. Conducting searches for journal articles via Ohio Link and other major indices.
   7. Creating file folders on your computer and saving files to these folders.
   8. Saving files to portable storage media such as USB drives or CDs.
   9. Using the “tracking changes” function of Microsoft Word.

4. **Course Expectations and Requirements:**
   1. Be on time to appointment(s) if any.
   2. Read class materials (all text materials) ahead of the quiz and bulletin board posting due.
   3. Respect the attitudes and contributions of others.
   4. Take responsibility for yourself and your predicament.

5. **Assignment Policies:**
   The sample Final Report and its grading rubric will be available on the Blackboard System. You are expected to follow the grading standards exactly. It is possible an assignment gets a very low grade (even zero point) if you don’t follow the grading standards. It is your responsibility to correctly complete the assignments and make the submission (if applicable).
   **NO late assignments will be accepted.** All quizzes are due by Sunday 11:59 PM. All time units (month, day, hour) specified on the syllabus and the Blackboard course website are calendar units, **NOT** business units. All postings can be done multiple times but won’t be graded until after the Thursday noon. You may make as many modifications as needed before the due since only the latest posting is graded. The Final Report file **MUST** be submitted through designated assignment links on the Blackboard System. E-mail attachments are **NOT** acceptable.
   If you want to get the instructor’s opinion on your Final Report, you must schedule a 15-minute Preview Appointment during the designated hours. Before the appointment, you **MUST** upload your assignment to the instructor’s preview drop box and bring a copy of the grading rubric. Preview is optional. However, **NO** “quick look” will be provided. If you do not schedule a preview, any specific questions are always welcome during the office hours.
   All referencing must be in APA style. The Final Report need to be typed in Microsoft Word 2003 (no other software acceptable) or higher version and be submitted electronically. The
network server will record the time when you submit your work and show whether your submission is successful. Hard copy is NOT acceptable. Please do remember to make at least one duplicate copy of your work whenever you start. It is possible that your work can be opened at home but not be opened by other machine due to a bad diskette/CD/flash drive or other reasons. I am sure you don't want to spend 5 hours on your work and do it again. The only acceptable excuse for late submission is an emergency with a letter and/or report from a licensed physician or the official designated personnel of the clinic/hospital, police, or the University authorized administrator. Any computer or Internet difficulties are NOT acceptable as an excuse.

6. Attendance Policies

True professionals in any field are prompt, reliable, and faithfully report to work when scheduled. I view your level of initiative and industry as an outward sign of how much you value your education and personal growth. Therefore, it is my expectation that you will enthusiastically participate in this course. I do monitor your level of activity in the course. The Blackboard System allows me to measure how many times you log on to the course website, how many articles and postings you have read, how many things you have posted, etc. Any quiz not taken or posting not done by the due time will be treated as an absence. Students who have no absence record will be given extra 5 points after the last class day. You may have one freebie absence. The freebie absence can be used on any purpose including religious reasons, personal reasons, job/internship interview, and/or employment reasons. You do NOT have to inform the instructor about any of the freebie absence. However, a student loses the opportunity to get these 5 extra points when a freebie is used. Students are expected to discuss absence problems with me before it is too late.

Students who have a very low grade but do not drop/withdraw this course and do not explain the situation to me before the last class day will be assigned an “F”, NOT “Incomplete”.

7. E-mail and Announcement Policies

Please use Blackboard System’s e-mail function. DO NOT use the regular e-mail accounts @utoledo.edu. Your e-mail will NOT be returned/replied if it is not on the Blackboard System. Also, you are responsible to check your Blackboard System e-mail and announcements at least two days of a week. (A week is defined as from Monday 00:01 AM to Sunday 11:59 PM)

8. Course Website

You can view/download class materials from the Blackboard System website at https://blackboard.utdl.edu/. You must officially register to this course and use your UTAD user name and password to log in. Besides, class announcement, syllabus, sample report, attendance record, grades, e-mail, bulletin board, assignment drop box, and other functions are also available to use/view/download. The announcement on Blackboard System serves as the supplement of syllabus. If you encounter user name or password error, you may change your password at http://myUTaccount.utoledo.edu. If you are having other technical problems accessing the course or problems using certain features of the course, please contact the U.T. Distance Learning Office: (419) 530-8835 or toll free at (866) UTToledo. This course website on the Blackboard System will be closed by noon of May 15th. Please make a copy of materials you want to keep before then.

9. Disagreement and Discussion
If you believe that I have made an error or misjudgment in grading, you may request that I review the grade and consider a grade change. All grade change requests must be put in writing and must include a written rationale as to why you believe the grade should be changed. Verbal requests to change a grade will not be accepted. I reserve the right to make all final decisions regarding grades. The last day I would discuss your attendance record is the 3rd day after each recording date. The last day to discuss your quiz grade is the 3rd day after each grade is posted. The last day to discuss any other question and/or disagreement is noon, May 11th via e-mail. No excuse will be allowed after these dates.

10. University Policies and Student Handbook:
   As a student at the University of Toledo, you are required to know the policies described in the General Catalog and in the Student Handbook. My policies in this course are guided by the policies described in the student handbook. You may access the U.T. Student Handbook at: http://www.utoledo.edu/studentaffairs/pdfs/handbook.pdf.

11. Copyright & Plagiarism
   When you work on your project, please be aware that many of the resources you find are copyright protected. The U.S. Copyright Act, 17 U.S.C. §§101-801, gives the owner of the copyright the exclusive right to reproduce, distribute, sell, perform or publicly display the copyrighted work. You may use all or part of copyrighted work only if you have the copyright owner’s permission or your use falls under a legal exemption. Even though an Internet document/image is a different medium than printed text, ownership and intellectual property rights are protected. Remember that it is your responsibility to respect these rights including all copyrights.
   The definition of plagiarism is: “to use/steal the language, ideas, or thoughts from another and to represent them as your own original work.” If you use another person’s words, ideas, or thoughts in your papers, you must cite the author(s) in your paper by using APA style. I will be checking for plagiarism by running your papers through a software application called “Turnitin” that instantly detects papers with unoriginal material. For your own sake, please avoid the temptation to use someone else’s words as your own. Any cases of detected plagiarism will result in an “F” on the assignment. A second offense will result in an “F” for the course.

12. Academic Honesty
   Academic dishonesty of any type will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. (See U.T. Student Handbook). If there is any question, it is better to ask me for an opinion in advance. Examples of academic dishonesty include, but are not limited to, giving or receiving aid during an exam (i.e. cheating), giving or receiving unauthorized information prior to an exam regarding the content of that exam, stealing a copy of the exam, having another student assist you during an on-line exam, deceiving the professor by representing the work of another as your own, plagiarizing the words or ideas of another person, submitting the same written work to fulfill the requirements of more than one course. Should cases of academic dishonesty be found, I reserve the right to impose the following sanctions:
   - Assign the student an “F” for the assignment, project, paper, or exam in question.
   - Assign the student an “F” for the entire course.
   - Recommend that the student be placed on probation or suspended for some period of time.
Recommend that the student be expelled from the university (in cases of repeated offenses.)
See the General Catalog and the Student Handbook for additional details.

13. Academic Grievance Policy:
If you have a concern or complaint about the course or about your grade, you should meet with me privately. This is the best way to resolve issues. If issues cannot be resolved between the two us, you should put your concerns in writing and follow the chain of command listed below:

- Meet with the Division Coordinator, Dr. Tim Jordan or Dr. Amy Thompson
- Meet with the Department Chairperson, Dr. Joseph Dake
- Meet with the Associate Dean for Graduate Studies, Dr. Barbara Benjamin
- Meet with the Dean of the College, Dr. Beverly Schmoll
## Projected Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Description of Activities</th>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1/10~</td>
<td>- Get acquainted</td>
<td>Quiz #1</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>- Read the syllabus thoroughly and carefully</td>
<td>Posting #1</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>- Make sure your computer and Internet work properly.</td>
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<td></td>
<td></td>
<td>- Practice literature database search</td>
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<td></td>
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<td>- Consider a health promoting behavior</td>
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<tr>
<td>2nd</td>
<td>1/17~</td>
<td>- Study Chapter 1 The Scope of Health Behavior and Health Education</td>
<td>Quiz #2</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>- Select a health promoting behavior and the demographics of the intended population. Period: 1/18 00:01 AM to 1/23 11:59 PM.</td>
<td>Direct Posting of the Posting #2 and #3 Combo</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>- Optional workshops about library catalog, inter-library loan, literature database, and EndNote. See Blackboard Announcements for details.</td>
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<tr>
<td>3rd</td>
<td>1/24~</td>
<td>- Study Chapter 2 Theory, Research, and Practice in Health Behavior and Health Education</td>
<td>Quiz #3</td>
<td>10</td>
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<td></td>
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<td>- Direct Posting of the Posting #4</td>
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<td>10</td>
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<tr>
<td>4th</td>
<td>1/31~</td>
<td>- Study Chapter 3 The Health Belief Model</td>
<td>Direct Posting of the Posting #4</td>
<td>15</td>
</tr>
<tr>
<td>5th</td>
<td>2/7~</td>
<td>- Study Chapter 3 The Health Belief Model</td>
<td>Quiz #4</td>
<td>10</td>
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<td></td>
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<td>- Critical of the Posting #4</td>
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<td>5</td>
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<tr>
<td>6th</td>
<td>2/14~</td>
<td>- Study Chapter 4 Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model</td>
<td>Direct Posting of the Posting #5</td>
<td>15</td>
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<td>- Critical of the Posting #5</td>
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<td>- Optional workshops about library catalog, inter-library loan, literature database, and EndNote. See Blackboard Announcements for details.</td>
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<td>5</td>
</tr>
<tr>
<td>7th</td>
<td>2/21~</td>
<td>- Study Chapter 4 Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model</td>
<td>Quiz #5</td>
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<td>- Critical of the Posting #5</td>
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<tr>
<td>8th</td>
<td>2/28~</td>
<td>- Study Chapter 5 Transtheoretical Model and Stage of Change</td>
<td>Quiz #6</td>
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<td>- Posting #6</td>
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<tr>
<td>9th</td>
<td>3/7~</td>
<td>- Spring break</td>
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<tr>
<td>10th</td>
<td>3/14~</td>
<td>- Study Chapter 8 How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory</td>
<td>Direct Posting of the Posting #7</td>
<td>15</td>
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<td></td>
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<td>- Critical of the Posting #7</td>
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<td></td>
<td></td>
<td>- Optional workshops about library catalog, inter-library loan, literature database, and EndNote. See Blackboard Announcements for details.</td>
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<td>5</td>
</tr>
<tr>
<td>11th</td>
<td>3/21~</td>
<td>- Study Chapter 8 How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory</td>
<td>Quiz #8</td>
<td>10</td>
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<td>- Posting #8</td>
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<tr>
<td>12th</td>
<td>3/28~</td>
<td>- Study Chapter 9 Social Networks and Social Support</td>
<td>Quiz #9</td>
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<td>- Posting #9</td>
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<td>13th</td>
<td>4/4~</td>
<td>- Study Chapter 13 Improving Health Through Community Organization and Community Building</td>
<td>Quiz #10</td>
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<td>- Posting #10</td>
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<tr>
<td>14th</td>
<td>4/11~</td>
<td>- Study Chapter 14 Diffusion of Innovations</td>
<td>Quiz #11</td>
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<td>- Posting #11</td>
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<td>15th</td>
<td>4/18~</td>
<td>- Study Chapter 18 Using the PRECEDE-PROCEED Planning Model to Apply Health Behavior Theories</td>
<td>Quiz #12</td>
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<td>- Posting #12</td>
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<tr>
<td>16th</td>
<td>4/25~</td>
<td>- Study Chapter 19 Social Marketing</td>
<td>Quiz submission by May 6th 11:59 PM</td>
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<td></td>
<td>- Report preview appointment</td>
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<td>- (Optional) Extra Point Quizzes (May 6th noon, location TBD).</td>
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Note: All listed assignments are due 11:59 PM on the last day of the specified week, if not otherwise specified.

**Have a Nice Semester**